

Textbook Alignment to the Utah Core – 12th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 12th Gr. Language Arts Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or</i>
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OBJECTIVES & INDICATORS				<i>ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using etymologies (e.g., word origins and histories). Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).			
b.	Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian , Spanish, etc.).			
c.	Distinguish between commonly confused words (i.e., assure/ensure/insure; coarse/course; formally/formerly; later/latter; stationary/stationery).			
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).				
a.	Evaluate the effectiveness of different text features in a variety of printed informational texts.			
b.	Evaluate the effectiveness of diverse internal text structures in a variety of texts.			
c.	Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.			
d.	Evaluate multiple texts on the same topic for reliability and accuracy.			
Objective 1.3: (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.				
a.	Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting).			
b.	Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the			

	anti-hero, the superhero).			
c.	Analyze themes in literature and how they represent or comment on humanity or life in general.			
d.	Evaluate the impact of setting and historical context on literary works.			
e.	Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).			
f.	Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).			
STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn): Evaluate ideas and information to refine thinking through writing.				
a.	Evaluate the merit of varied ideas and opposing opinions.			
b.	Evaluate ideas and examine causes and effects.			
c.	Evaluate connections between texts, between texts and self, and between texts and different world connections.			
Objective 2.2: (Extended Writing): Write to critique literary text and to evaluate informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).			
b.	Analyze information and systematically organize to support central ideas, concepts, and themes.			

c.	Convey a particular tone and voice through deliberate word choice.			
Objective 2.3: (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> Limited topic and controlling idea providing focus for extended pieces. Varied transitions that connect ideas within and between paragraphs. Correct use of active and passive voice. Formal or informal voice specific to purpose. Words particular to the topic supported within the text for ease of understanding. Concise sentence structure to enhance sentence fluency. 			
b.	Edit for: <ul style="list-style-type: none"> Correct grade level spelling. Consistent and logical use of tenses. Correct punctuation of dialogue. Correct punctuation of direct quotations. Correct placement of modifiers. 			
STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.				

a.	Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).			
b.	Evaluate the reliability of the information with regard to context and bias.			
c.	Make inferences and draw conclusions based on data or evidence.			
d.	Evaluate, use, and cite primary and secondary sources.			
Objective 3.2: (Written Communication of Inquiry): Write to evaluate and report research results. Select an appropriate format to evaluate information, determine results and make recommendations.				
a.	Gather, evaluate, and organize research on a specific topic.			
b.	Support main points using a variety of convincing and relevant information.			
c.	Use informal and formal citations, where appropriate, to support inquiry.			
Objective 3.3: (Oral Communication of Inquiry): Make oral presentations of research findings using visual media.				
a.	Evaluate audience, purpose, and information to be conveyed.			
b.	Anticipate and prepare to answer potential audience questions.			
c.	Respond effectively to audience questions and feedback, refuting counter-arguments.			
d.	Present information orally with poise and clear articulation. Enhance presentation with visual media.			